

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

School Results

School: Oxford-Cumberland Canal School

District: Westbrook School Department

Code: 1175-1431



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Grade Level Summary Report

School: Oxford-Cumberland Canal School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1431

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1																		
Students tested	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
With an approved accommodation																		
Current LEP Students																		
With an approved accommodation																		
IEP Students																		
With an approved accommodation																		
Students not tested in NECAP																		
State Approved																		
Alternate Assessment																		
First Year LEP																		
Withdrew After October 1																		
Enrolled After October 1																		
Special Consideration																		
Other																		

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING				65	12	18	24	37	19	29	10	15	543	165	22	44	24	10	546	13,422	15	53	23	9	545	
MATH				65	9	14	32	49	6	9	18	28	541	165	21	48	8	22	544	13,440	16	48	18	18	543	
WRITING				64	6	9	20	31	22	34	16	25	537	164	6	28	42	24	536	13,395	6	35	45	14	538	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Reading Results

School: Oxford-Cumberland Canal School
District: Westbrook School Department
State: Maine
Code: 1175-1431

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 556–580)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 540–555)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

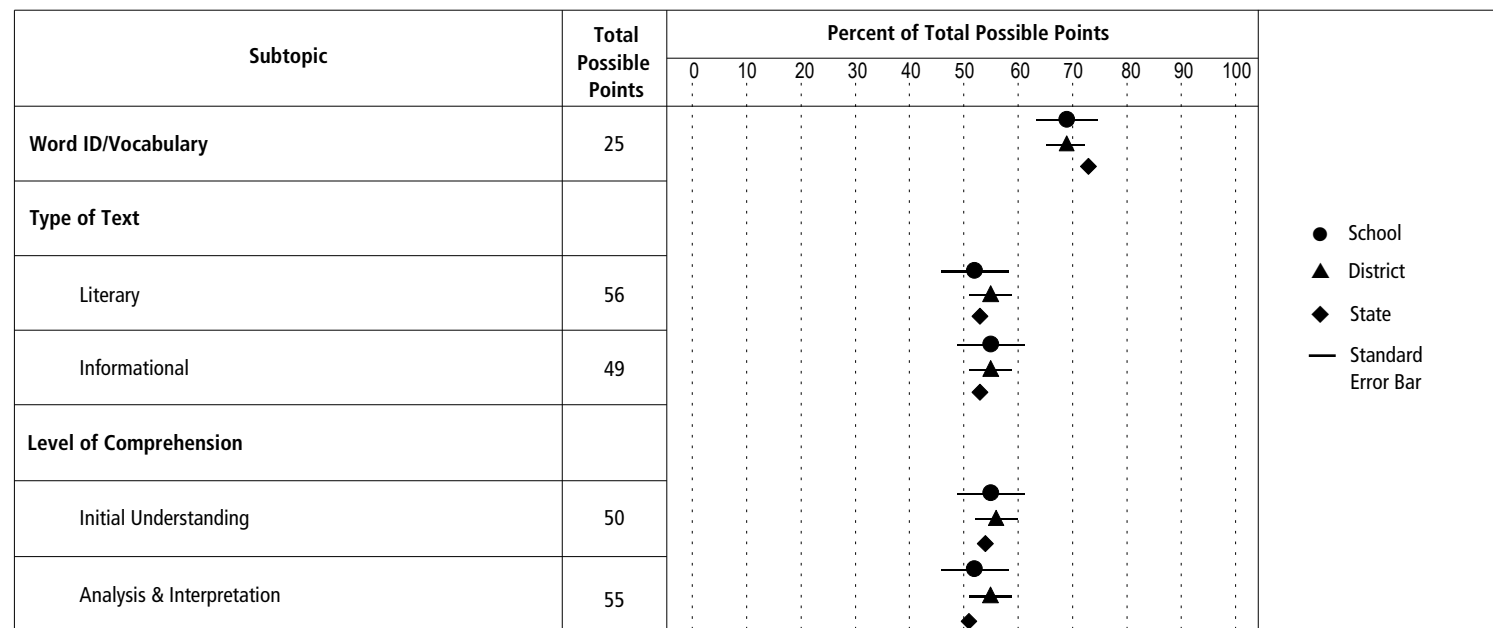
(Scaled Score 530–539)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 500–529)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				66	7	11	39	59	16	24	4	6	544
2010-11				76	10	13	48	63	12	16	6	8	545
2011-12				65	12	18	24	37	19	29	10	15	543
Cumulative Total				207	29	14	111	54	47	23	20	10	544
District													
2009-10				176	17	10	106	60	40	23	13	7	544
2010-11				181	18	10	107	59	41	23	15	8	544
2011-12				165	37	22	72	44	39	24	17	10	546
Cumulative Total				522	72	14	285	55	120	23	45	9	545
State													
2009-10				13,641	2,058	15	7,796	57	2,776	20	1,011	7	546
2010-11				13,460	2,072	15	7,399	55	2,860	21	1,129	8	545
2011-12				13,422	2,060	15	7,096	53	3,072	23	1,194	9	545
Cumulative Total				40,523	6,190	15	22,291	55	8,708	21	3,334	8	545





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Reading Results

School: Oxford-Cumberland Canal School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1431

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				65	12	18	24	37	19	29	10	15	543	165	22	44	24	10	546	13,422	15	53	23	9	545
Gender																									
Male				33	4	12	13	39	9	27	7	21	540	82	17	48	21	15	543	6,936	10	52	26	11	543
Female				32	8	25	11	34	10	31	3	9	546	83	28	40	27	6	548	6,486	21	54	19	6	547
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										7						221	13	47	29	11	543
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	6	40	38	15	539
Asian				3										6						239	21	55	15	9	547
Black or African American				8										14	7	14	43	36	536	387	5	35	29	30	537
Native Hawaiian or Pacific Islander				0										0						13	38	38	8	15	549
White				52	10	19	22	42	15	29	5	10	545	135	26	47	21	7	548	12,290	16	54	23	8	545
Two or more races				1										3						155	13	53	24	10	545
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				9										18	0	22	50	28	535	436	5	34	32	29	537
Former LEP student - monitoring year 1				0										0						21	38	62	0	0	554
Former LEP student - monitoring year 2				0										0						15	60	33	7	0	557
All Other Students				56	12	21	22	39	15	27	7	13	545	147	25	46	20	8	547	12,950	16	54	23	8	545
IEP																									
Students with an IEP				11	1	9	2	18	4	36	4	36	534	19	5	21	37	37	534	2,123	1	25	39	35	534
All Other Students				54	11	20	22	41	15	28	6	11	545	146	25	47	22	7	547	11,299	18	58	20	4	547
SES																									
Economically Disadvantaged Students				40	3	8	13	33	16	40	8	20	538	83	16	35	33	17	541	6,165	8	48	29	14	541
All Other Students				25	9	36	11	44	3	12	2	8	550	82	29	52	15	4	550	7,257	22	57	17	4	548
Migrant																									
Migrant Students				0										0						7					
All Other Students				65	12	18	24	37	19	29	10	15	543	165	22	44	24	10	546	13,415	15	53	23	9	545
Title I																									
Students Receiving Title I Services				22	0	0	7	32	10	45	5	23	536	37	0	27	51	22	535	2,638	5	41	40	14	540
All Other Students				43	12	28	17	40	9	21	5	12	546	128	29	48	16	7	549	10,784	18	56	19	8	546
504 Plan																									
Students with a 504 Plan				0										4						300	9	52	30	9	543
All Other Students				65	12	18	24	37	19	29	10	15	543	161	22	43	24	11	546	13,122	15	53	23	9	545

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Mathematics Results

School: Oxford-Cumberland Canal School
District: Westbrook School Department
State: Maine
Code: 1175-1431

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 554–580)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 540–553)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

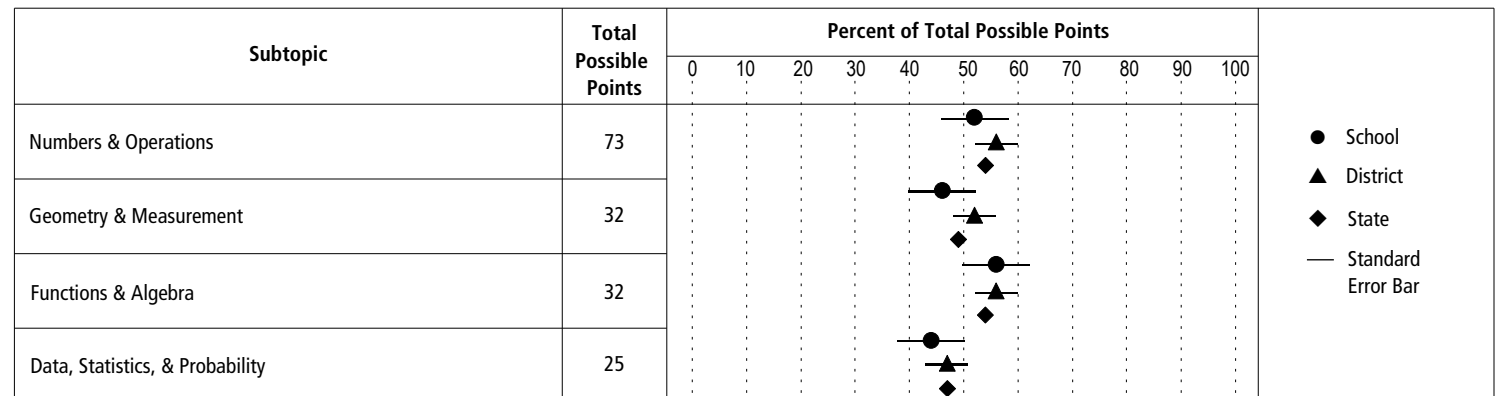
(Scaled Score 533–539)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 500–532)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10				67	8	12	40	60	12	18	7	10	544
2010-11				76	10	13	38	50	14	18	14	18	544
2011-12				65	9	14	32	49	6	9	18	28	541
Cumulative Total				208	27	13	110	53	32	15	39	19	543
District													
2009-10				177	24	14	90	51	33	19	30	17	543
2010-11				180	30	17	85	47	35	19	30	17	544
2011-12				165	35	21	79	48	14	8	37	22	544
Cumulative Total				522	89	17	254	49	82	16	97	19	544
State													
2009-10				13,675	2,399	18	6,271	46	2,461	18	2,544	19	543
2010-11				13,524	2,093	15	6,150	45	2,667	20	2,614	19	543
2011-12				13,440	2,207	16	6,438	48	2,439	18	2,356	18	543
Cumulative Total				40,639	6,699	16	18,859	46	7,567	19	7,514	18	543





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Mathematics Results

School: Oxford-Cumberland Canal School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1431

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				65	9	14	32	49	6	9	18	28	541	165	21	48	8	22	544	13,440	16	48	18	18	543
Gender																									
Male				33	6	18	15	45	1	3	11	33	539	82	24	48	5	23	544	6,949	17	47	18	18	543
Female				32	3	9	17	53	5	16	7	22	543	83	18	48	12	22	544	6,491	16	49	18	17	543
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										7						224	12	38	21	29	539
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						119	7	47	24	23	540
Asian				3										6						242	23	48	14	15	546
Black or African American				8										14	0	36	0	64	534	392	4	31	21	44	534
Native Hawaiian or Pacific Islander				0										0						13	23	54	8	15	546
White				52	9	17	25	48	6	12	12	23	542	135	24	50	9	17	546	12,295	17	49	18	16	543
Two or more races				1										3						155	19	45	18	18	543
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				9										18	0	28	11	61	532	449	3	32	20	44	534
Former LEP student - monitoring year 1				0										0						21	43	48	5	5	553
Former LEP student - monitoring year 2				0										0						15	47	33	7	13	555
All Other Students				56	9	16	29	52	4	7	14	25	542	147	24	50	8	18	545	12,955	17	48	18	17	543
IEP																									
Students with an IEP				11	2	18	5	45	0	0	4	36	536	19	16	42	11	32	538	2,131	3	24	24	49	532
All Other Students				54	7	13	27	50	6	11	14	26	542	146	22	49	8	21	545	11,309	19	52	17	12	545
SES																									
Economically Disadvantaged Students				40	2	5	18	45	5	13	15	38	536	83	12	45	10	34	539	6,181	8	43	23	26	539
All Other Students				25	7	28	14	56	1	4	3	12	548	82	30	51	7	11	548	7,259	23	52	14	10	546
Migrant																									
Migrant Students				0										0						7					
All Other Students				65	9	14	32	49	6	9	18	28	541	165	21	48	8	22	544	13,433	16	48	18	18	543
Title I																									
Students Receiving Title I Services				22	0	0	7	32	5	23	10	45	534	37	0	30	16	54	533	2,644	3	36	30	32	537
All Other Students				43	9	21	25	58	1	2	8	19	544	128	27	53	6	13	547	10,796	20	51	15	14	545
504 Plan																									
Students with a 504 Plan				0										4						300	10	45	24	20	541
All Other Students				65	9	14	32	49	6	9	18	28	541	161	21	47	9	23	544	13,140	17	48	18	17	543

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Writing Results

School: Oxford-Cumberland Canal School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1431

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 555–580)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 540–554)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

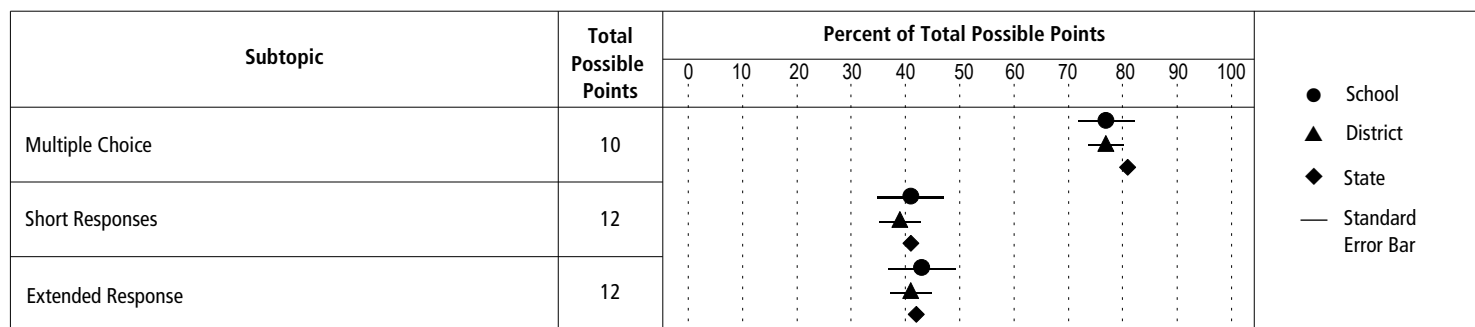
(Scaled Score 527–539)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 500–526)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11				75	5	7	24	32	35	47	11	15	538
2011-12				64	6	9	20	31	22	34	16	25	537
Cumulative Total				139	11	8	44	32	57	41	27	19	538
District													
2009-10													
2010-11				179	9	5	54	30	84	47	32	18	537
2011-12				164	10	6	46	28	69	42	39	24	536
Cumulative Total				343	19	6	100	29	153	45	71	21	537
State													
2009-10													
2010-11				13,435	1,137	8	4,644	35	6,302	47	1,352	10	539
2011-12				13,395	771	6	4,637	35	6,069	45	1,918	14	538
Cumulative Total				26,830	1,908	7	9,281	35	12,371	46	3,270	12	539





Fall 2011 - Beginning of Grade 5 NECAP Tests

Grade 4 Students in 2010-2011

Disaggregated Writing Results

School: Oxford-Cumberland Canal School
 District: Westbrook School Department
 State: Maine
 Code: 1175-1431

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students				64	6	9	20	31	22	34	16	25	537	164	6	28	42	24	536	13,395	6	35	45	14	538
Gender																									
Male				32	0	0	10	31	10	31	12	38	532	81	1	17	53	28	533	6,914	3	28	50	19	535
Female				32	6	19	10	31	12	38	4	13	542	83	11	39	31	19	539	6,481	9	42	41	9	541
Not Reported				0										0						0					
Race/Ethnicity																									
Hispanic or Latino				1										7						219	5	31	49	16	537
Not Hispanic or Latino																									
American Indian or Alaskan Native				0										0						117	1	21	50	29	532
Asian				3										6						238	8	40	39	13	540
Black or African American				8										14	0	7	43	50	528	384	2	24	42	33	532
Native Hawaiian or Pacific Islander				0										0						13	15	62	8	15	545
White				51	6	12	16	31	18	35	11	22	538	134	7	31	42	20	537	12,269	6	35	46	14	538
Two or more races				1										3						155	5	34	42	19	537
No Race/Ethnicity Reported				0										0						0					
LEP Status																									
Current LEP student				9										18	0	22	33	44	531	434	4	24	42	30	533
Former LEP student - monitoring year 1				0										0						20	5	55	35	5	542
Former LEP student - monitoring year 2				0										0						15	20	53	27	0	546
All Other Students				55	6	11	17	31	20	36	12	22	538	146	7	29	43	21	537	12,926	6	35	45	14	538
IEP																									
Students with an IEP				10	0	0	1	10	2	20	7	70	526	18	0	6	17	78	525	2,111	<1	8	43	48	527
All Other Students				54	6	11	19	35	20	37	9	17	539	146	7	31	45	17	537	11,284	7	40	46	8	540
SES																									
Economically Disadvantaged Students				39	1	3	8	21	16	41	14	36	533	82	1	23	40	35	533	6,149	3	26	50	21	535
All Other Students				25	5	20	12	48	6	24	2	8	544	82	11	33	44	12	539	7,246	8	42	41	9	540
Migrant																									
Migrant Students				0										0						6					
All Other Students				64	6	9	20	31	22	34	16	25	537	164	6	28	42	24	536	13,389	6	35	45	14	538
Title I																									
Students Receiving Title I Services				22	0	0	5	23	10	45	7	32	533	37	0	16	41	43	530	2,633	2	20	55	23	534
All Other Students				42	6	14	15	36	12	29	9	21	539	127	8	31	43	18	538	10,762	7	38	43	12	539
504 Plan																									
Students with a 504 Plan				0										4						299	2	24	57	17	535
All Other Students				64	6	9	20	31	22	34	16	25	537	160	6	29	41	24	536	13,096	6	35	45	14	538

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